DOCUMENT RESUME

ED 457 884 JC 010 629

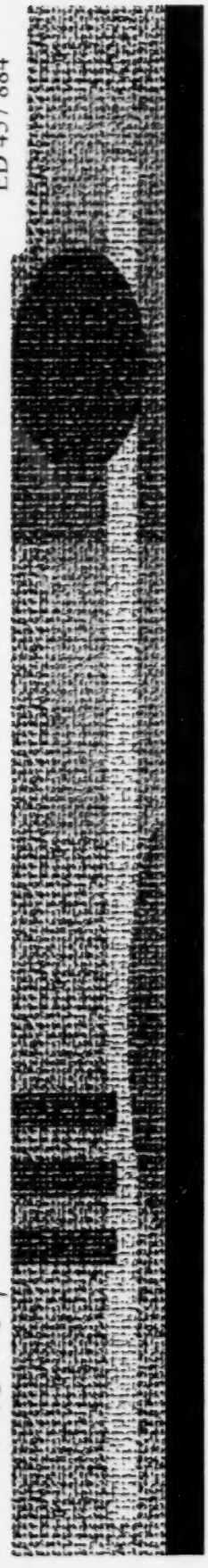
AUTHOR Mishler, Carol; Frohrib, Patti
TITLE Values Evaluation.
INSTITUTION Fox Valley Technical Coll., Appleton, WI.
PUB DATE 1998-12-07
NOTE 14p.
PUB TYPE Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Diversity (Institutional); *Educational Principles; Evaluation Criteria; *Institutional Evaluation; *Institutional Mission; *Social Values; Surveys; Teacher Attitudes; Technical Institutes; Two Year Colleges; Value Judgment; *Values
IDENTIFIERS *Fox Valley Technical College WI

ABSTRACT

In October 1998, faculty and staff at Fox Valley Technical College (Wisconsin) were asked to complete a two-part evaluation of six values: integrity, collaborative partnerships, innovation, continuous improvement, customer focus, and diversity. Respondents were asked to give each a values rating--a rating on a 1-10 scale indicating the college's performance in the practice of the values. They were also asked to give a critical incident analysis, a written section in which respondents identified critical incidents exhibiting the practice of each of the values, along with critical incidents in which the values were not exhibited. The values were rated by 554 staff, while only 150 wrote about critical incidents. The ratings were compared with the 1995 responses given by 25 staff serving on leadership committees. Findings included: (1) the ratings given in 1998 for college performance on the values were higher than those given in 1995 for each value; (2) the greatest gain in ratings can be seen in the ratings for diversity; (3) as in 1995, collaborative partnerships is still the highest-rated value, and integrity is still the lowest-rated; and (4) many staff wrote about incidents related to professional development to illustrate the practice of continuous improvement. (Instruments included as appendices.) (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 884



Values Evaluation

Prepared by:

Dr. Carol Mishler
Vice President
Institutional Advancement
e-mail: mishler@foxvalleytech.com
and
Patti Frohrib
Resource Development Specialist
Planning Research & Development
e-mail: frohrib@foxvalleytech.com

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Carol Mishler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

December 7, 1998

Fox Valley Technical College
Knowledge That Works

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TC010629

Values Evaluation

Introduction ..... 1 – 2

Spider Diagram 3

Critical Incident Analysis 4

Critical Incident Themes ..... 5 – 7

Appendices

Values Evaluation Tool ..... Appendix A

Introduction

The essence of any organization lies in what it believes, what it stands for, and what and how it values. –John Carver, Boards That Make a Difference, 1991

This purpose of this study was to monitor how well Fox Valley Technical College is practicing its six values of integrity, collaborative partnerships, innovation, continuous improvement, customer focus, and diversity. These values, established as the core values of the college in 1994, are included in the District Board's ends policies—meaning that they are a focus of attention and monitoring. Fox Valley Technical College's first attempt to monitor the practice of its values occurred in 1995 as part of the NCA Self-Study. The current Values Evaluation built upon that study, expanding it to solicit input from a large number of staff and to gather written commentary about critical incidents that either exhibited or failed to exhibit practice of the core values over the past two years.

Method

In October 1998, college faculty and staff were asked to complete the Values Evaluation. There were two parts:

1) Values Rating--a rating on a 1-10 scale to indicate the college's performance in the practice of each of the six values, and

2) Critical Incident Analysis--a written section in which respondents identified critical incidents exhibiting the practice of each value and critical incidents not exhibiting the practice of a particular value.

The attached instrument, developed by Fox Valley Technical College, shows the actual wording of each question, the format, and the extended definition of each value included for the respondents.

Janet Perry, research and evaluation specialist, administered the values survey at the same time as the organizational climate survey. For the most part, both of these surveys were completed in group sessions, although staff had the option of taking the Values Evaluation with them for later mail-in. These procedures resulted in 554 staff rating the values and 150 writing about a critical incident involving one or more values.

Critical incident analysis was developed in World War II to determine why pilots were not learning to fly correctly. It has since become a method well-suited to analyzing interpersonal skills and attitudes, even being used in instructional design (Kemp, Morrison & Ross, 1998).

Data Analysis

Means were calculated for ratings given on the practice of each value. These mean ratings on the 1-10 scale were compared with those given in 1995 by a smaller group of 25 staff serving on leadership committees, including the Executive Cabinet, Strategic Leadership Team, Total Quality Leadership Team, and the NCA Integrity Subcommittee (Fox Valley Technical College Self-Study, 1995). Both sets of ratings were plotted on a spider diagram, a visual tool commonly used to show group perception of performance on a 1-10 scale. When spider diagrams from two different years are overlaid, changes in performance become apparent.

Standard content analysis techniques were used to place written comments into thematic categories, which were then labeled. Patti Frohrib, resource development specialist, and Carol Mishler, executive director of institutional advancement, performed the content analysis independently and then compared results, reaching consensus on their differences in classification and naming of themes. This procedure helps to control analyst bias.

Key Findings

1. The ratings given in 1998 for college performance on the values were higher than those given in 1995 for each value.

2. The greatest gain in ratings can be seen in the ratings for Diversity.

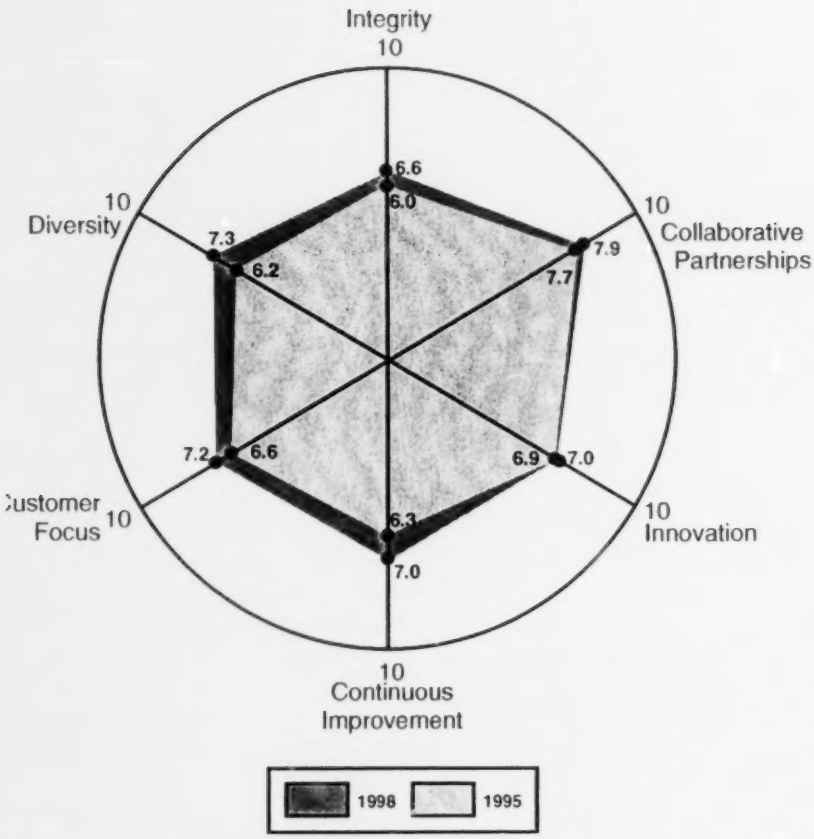
3. As in 1995, Collaborative Partnerships is still the highest-rated, and Integrity is still the lowest-rated value.

4. The most commentary occurred for the value of Customer Focus. Many staff described incidents in which this value was not reflected as well as it should have been.

5. Critical incidents exhibiting Collaborative Partnerships outnumbered incidents in which this value was not reflected by about 7:1.

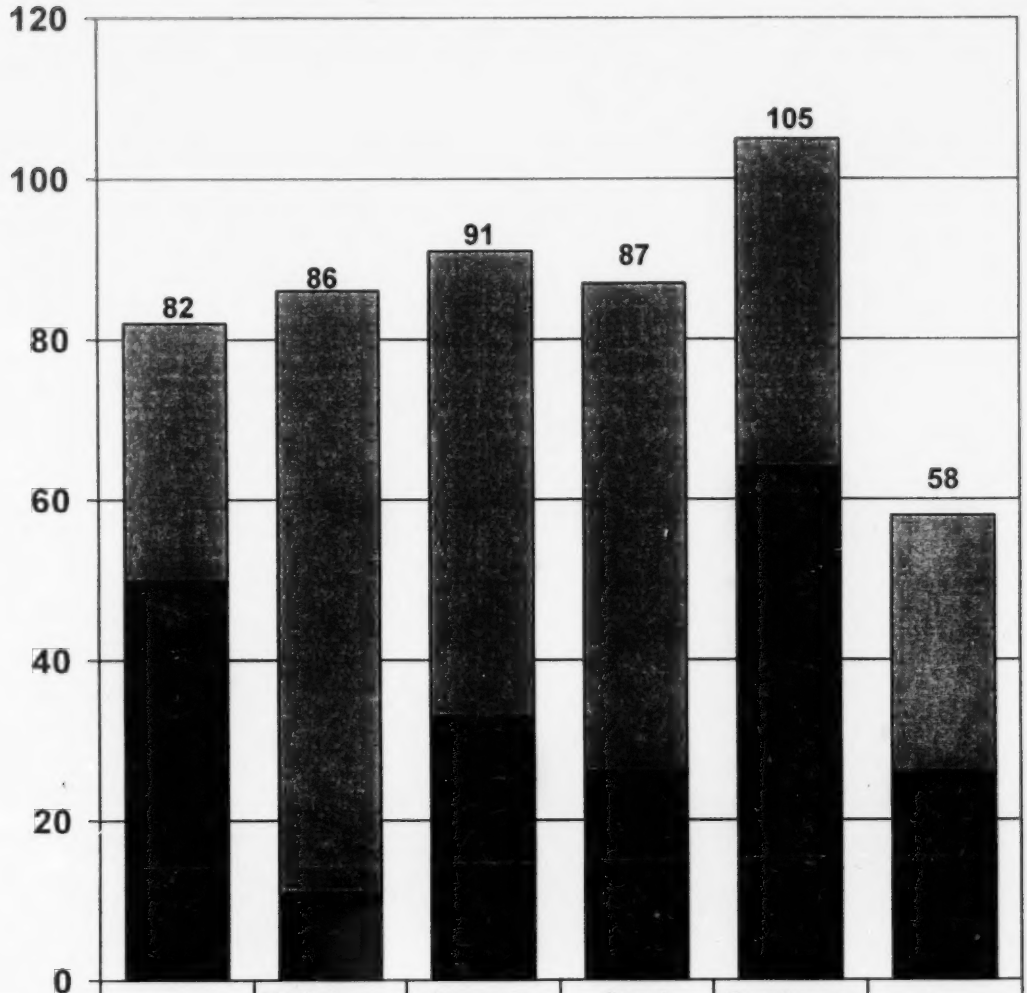
6. Many staff wrote about incidents related to professional development to illustrate the practice of Continuous Improvement.

FVTC Staff Values Survey
Spider Diagram



1998 = Based on ratings by 554 FVTC staff
1995 = Based on ratings by 25 FVTC staff

Values Survey
Critical Incident Analysis
Number of Comments



	Integrity	Collabora-tion	Innova-tion	Cont. Improve.	Customer Focus	Diversity
Part 1	32	75	58	61	41	32
Part 2	50	11	33	26	64	26

Part 1: Comments that described an incident exhibiting the practice of this value over the past two years.

Part 2: Comments that described an incident in which the practice of this value was not reflected.

Values Survey
Critical Incident Themes

Integrity

Incidents Exhibiting Practice

- Supervision/Leadership Incidents (8)
- Openness/Sharing of Information In Large Meetings (8)
- Truth in Budgeting Efforts (4)
- Handling of a Bad Situation (4)
- Teaching Incidents (2)
- Miscellaneous (5)

Incidents Where Practice Fell Short

- Incidents in Which No Action Was Taken (8)
- Incidents Involving Job Postings, Hires, Promotions, Loss of Job (7)
- Hidden Agendas Still Exist (7)
- Incidents Involving Accountability Measures (6)
- Said One Thing, Did Another (5)
- Back Biting & Bickering (5)
- Incidents Involving Lack of Support (5)
- Turfism (3)
- Supervision/Management/Leadership Incidents (3)
- Miscellaneous (1)

Collaborative Partnerships

Incidents Exhibiting Practice

- Business & Industry Partnerships/Contracts (17)
- Educational Partnerships K-12 (16)
- Educational Partnerships (13)
- Community Partnerships (9)
- Instructional Leadership In Promoting External Partnerships (7)
- Collaborative Decision-Making Within College (6)
- Xerox Partnership (4)
- Advisory Committee Participation (2)
- Miscellaneous(2)

Incidents Where Practice Fell Short

- Policy/Procedures Working Against Collaboration (4)
- Lack of Time, Support or Reward for Partnership Work (3)
- Uncollaborative Budget & Management Practices (3)
- Miscellaneous (1)

Innovation

Incidents Exhibiting Practice

- Support for New Technology (9)
- Going for a Referendum/Building Expansion (8)
- Encouragement for Experimentation (8)
- Program Developments & Instructional Initiatives (7)
- PeopleSoft Initiative (7)
- Encouragement for Internet Courses (6)
- Development/Implementation of KSCADE (6)
- TIP Grants (4)
- Miscellaneous (2)

Incidents Where Practice Fell Short

- Lack of Enthusiasm for New Ideas (9)
- Ideas from Lower Levels Not Encouraged/Supported (8)
- Lack of Resources for Innovation (6)
- Inequities/Inadequacies in Distribution of Computers/Technology (6)
- Too High an Expectation for Immediate Bottom Line Result (4)

Continuous Improvement

Incidents Exhibiting Practice

- Professional Development Opportunities (21)
- Technology-Related Systems Improvement (9)
- PeopleSoft Implementation (6)
- Efforts to Improve Facilities (6)
- Specific Department Improvements & Efforts (6)
- Practice of Evaluation & Monitoring (4)
- Curriculum Development (2)
- Communication Process Improvements (3)
- Overall Philosophy & Attitude (4)

Incidents Where Practice Fell Short

- Lack of Empowerment/Interest in Change (8)
- Failure to Make Capital Improvements Involving Technology & Renovation (5)
- No Time, No Money, Too Busy to Improve (5)
- Lack of Access to/Quality of Professional Development (4)
- Specific Department Complaints (3)
- Miscellaneous (1)

Customer Focus

Incidents Exhibiting Practice

- Development of New Services/Enhancements for Customers (11)
- Move to Involve, Engage & Get Feedback from Customer (9)
- Keeping up Facilities (6)
- Personal Attention to Students (4)
- Serious Attention Given to Customer Needs (3)
- Moving to Student Oriented Time of Delivery (2)
- Moving to Non Placebound Delivery (2)
- Miscellaneous (5)

Incidents Where Practice Fell Short

- Lack of Appropriate Equipment, Support Structures to Serve Students (10)
- Inflexible Policy/Processes Which Hinder Service (10)
- Poor/Inequitable Services to Internal Customers (8)
- Need More Listening to Customer Needs (8)
- Lack of Regard/Respect for Students – Rudeness (6)
- Lowering Standards to Make Students Happy (6)
- Incidents of Poor Customer Service/Non-Helpfulness to Students (5)
- Inadequate Hours of Service for Students (5)
- Phone/Voice Mail Problems (4)
- Miscellaneous (3)

Diversity

Incidents Exhibiting Practice

- Multicultural Week (10)
- International Students/Programs/Exchanges (9)
- Staff Represents Diversity (5)
- All is Well (4)
- Diversity of Programs (3)

Incidents Where Practice Fell Short

- Incidents of Lack of Assertive Effort & Acceptance of Differences (9)
- Failure to Integrate CASS Students (6)
- Few Minorities on Staff (5)
- We've Overkilled Diversity (3)
- Miscellaneous (3)

Fox Valley Technical College Values Evaluation
A. Values Rating

On a scale of 1 (Low) to 10 (High), please rate FVTC's usual and customary overall performance related to each value.

1. **Integrity:** *We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.*

   Meaning to an Organization: An organization that values "integrity" is able to trust people and information throughout the organization. Decisions are taken at face value without concern that process considerations have been ignored or that personal agendas drive decisions. This trustworthy atmosphere nurtures confidence that promised actions and verbal agreements can be depended upon to become reality ("walk the talk"). Every process, budget, and report is truly open to be shared with all members. Consistent and useful communication fosters a secure environment in which to challenge the status quo without retaliation. This honesty motivates members to constantly evaluate themselves and consider ways to improve behaviors. The "golden rule" is operative in the organization and members treat each other the way they want to be treated. The organization ultimately defines its highest achievement as being respected in the eyes of students and the community because of its demonstrated integrity.

   Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

2. **Collaborative Partnerships:** *We value partnerships with business, industry, government, educational systems, and our communities.*

   Meaning to an Organization: An organization that values "collaborative partnerships" recognizes the interdependencies of seemingly distinct organizations. Building relationships over time, that are not necessarily bound by a formal contract, offer a mutual understanding of other viewpoints and strengthens common ground. A commitment to partnerships requires an organizational resource investment of time to develop a teamwork approach and advance the mutual benefits of the relationship. With participation in collaborative partnerships, the organization acknowledges a broader accountability as a community entity.

   Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

3. **Innovation:** *We value creative risk-taking and enthusiastic pursuit of new ideas.*

   Meaning to an Organization: An organization that values "innovation" will foster an open nonjudgmental environment that encourages all members to bring forward new ideas and implement practices that enable risk-taking. If an idea falls flat, no repercussions are exacted upon individuals or groups who suggested or experimented with the new idea. The spirit of shared governance and decision making supports innovative efforts whether the result is success or failure. This openness includes being willing to listen and consider new structures, processes, and programs. A "let's do it" attitude is evident by the participation of many members in innovative activities across the organization not simply the same few experimenters.

   Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

4. **Continuous Improvement:** *We value continuous improvement of our programs, services, and processes through employee empowerment and professional development in a team-based culture.*

Meaning to an Organization: An organization that values "continuous improvement" operates with an expectation that the status quo will not be good enough. Change is embraced with an openness that presumes benefit to the organization. A firm stand to divert stagnation translates to a full realization that organizational vitality is dependent upon nurturing and developing human resources to strive for their full potential. Consequently, the organization enables members to participate in decision making by developing their skills and creating systems which integrate participatory processes.

Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

5. **Customer Focus:** *We value commitment to student/staff/employer success and satisfaction by responding to customer needs.*

Meaning to an Organization: An organization that values "customer focus" invests in understanding the needs of all of its customers. Initiatives and actions are undertaken because they clearly offer benefits to the customers of the organization. The organization considers its internal members as part of the customer focus. Ultimately, the organization that is aligned with the customer is in a position to proactively anticipate customer needs due to the ongoing dialogue with the people it serves.

Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

6. **Diversity:** *We value an educational environment that attracts, nurtures, and supports a diverse student and staff community.*

Meaning to an Organization: An organization that values diversity celebrates the individual differences of its members. There is an active recruitment effort to attract diverse students and employ diverse staff. Mutual respect is fostered in an openness to different opinions. The organization supports the interpretation of diversity as differences among people as individuals in the broad context of possible distinctions. The ultimate position is for the organization to truly recognize diversity as its greatest opportunity for continuous improvement.

Circle Your Rating: 1 2 3 4 5 6 7 8 9 10

Please continue for optional Critical Incident Section ⇨

B. Critical Incident Analysis

This part of the survey is **optional**. It is okay to select one or two values and describe critical incidents that reflect the practice of a particular value or a time when, in your opinion, that practice fell short. Or, you may complete the entire section.

Integrity

Please describe briefly one or two incidents over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

Collaborative Partnerships

Please describe briefly one or two incidents or examples of organizational practice over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

Innovation

Please describe briefly one or two incidents over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

Continuous Improvement

Please describe briefly one or two incidents over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

Customer Focus

Please describe briefly one or two incidents over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

Diversity

Please describe briefly one or two incidents over the past two years that exhibit the practice of this value at FVTC.

1.

2.

Please describe any incident -- if any -- over the past two years in which the practice of this value was not reflected as well as it should have been.

THANK YOU FOR YOUR TIME AND THOUGHTFUL REFLECTION IN COMPLETING THIS EVALUATION!